

# Inspection of Little Orchard Nursery And Pre School

Exeter Road, SOUTH BRENT, Devon TQ10 9JP

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Inspection date: 26 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enter this welcoming nursery and pre-school with excitement, and staff greet them warmly. Children take off their shoes and place them on the rack before independently putting on their slippers. They find their name on their designated pegs and self-register, to support name recognition.

Staff design the curriculum with children's needs at the forefront. The planning of activities aims to support their development and interests to help them make strong progress from their starting points. The use of funding helps to ensure a full staff team, enabling them to provide individual support to children, including those with special educational needs and/or disabilities. Specific activities help children to develop their social and communication skills effectively.

All children have a positive attitude to learning and behave well. They enjoy the good range of activities available. Younger children enjoy posting shapes into a metal coffee tin through slots in the plastic lid, supporting their hand-to-eye coordination. Staff role model this activity to capture children's curiosity. Children take pleasure in hearing the sound when it drops into the bottom of the tin. Older children attend the setting's 'gardening club', where they have good opportunities to grow, plant and tend to living things, such as strawberries, within the onsite polytunnel.

## What does the early years setting do well and what does it need to do better?

- Children learn about oral hygiene. A large 'mouth model' and oversized plastic toothbrushes enable children to explore these during play. Mirrors and a timer enable children to look inside their mouth and to develop an understanding of how long to brush their teeth for. Accompanying toothbrushing charts help to support healthcare at home.
- Younger children enjoy a good range of songs and rhymes. Staff plan activities around these to extend children's learning. For example, following children's interest in the song 'Down in the Jungle', staff create a pretend river with toy animals. Children discuss their ideas about how the animals will get across the 'river'. Children develop their problem-solving skills by exploring different ideas. They count out wooden log slices to use as 'stepping stones', and staff support them to use their fingers to represent numbers.
- Older children take part in the Royal Society for the Protection of Birds Garden Birdwatch scheme. Children play with large, coloured feathers in play dough to create their own birds. They also make their own binoculars at home from toilet rolls and bring these into the setting to observe birds in the pre-school garden. However, home learning is not personalised to every child's individual needs, to help them make even more progress in their development. Additionally, staff do

not consistently share information between the rooms for different age groups so they can relay the children's day accurately to parents.

- Staff provide a visual display so that children know which snacks they are having on which day. Older children make these for their friends, such as buttering oatcakes, slicing banana and selecting the right number of cups for their peers to support their independence skills. Staff talk to children about getting all the butter out of the pot and explain what 'scraping' means, to extend their vocabulary.
- Outside, older children engage in 'potion making', using fresh rosemary from the garden, food colouring and water. Children use their forefinger and thumb to squeeze water into the pipettes and transfer this into their concoctions. Younger children enjoy hanging up dolls' clothes onto a washing line using pegs. All children develop good physical skills.
- Staff support children's language skills effectively. For example, during free-play activities, children go on a 'camping trip' and talk about how they will cook marshmallows and make cookies. Staff talk to children about how they are going to make these and the ingredients they will use. Additionally, the setting brings in outside professionals to teach the children Spanish, to extend their understanding of other cultures and languages.
- Children develop the skills to understand and manage their emotions. Dedicated spaces equipped with fairy lights, stories and visual displays, coupled with staff support, help children to be aware of their feelings.

## Safeguarding

The arrangements for safeguarding are effective.

Staff help children to develop an awareness of safety. They encourage children to hold the knife correctly when preparing snack and to put them into the sink afterwards. Staff teach children about the dangers of fire through songs and age-appropriate toys, such as pretend fire extinguishers, alongside regular fire drills. The manager and staff have a good understanding of child protection and know how to escalate their concerns should children be at risk of harm. They undertake regular training to ensure they remain alert to any safeguarding issues.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- provide further opportunities to support children's individual learning at home
- further develop the communication between staff when children move between rooms for different age groups to provide a consistent two-way flow of information.

## Setting details

<b>Unique reference number</b>	EY487071
<b>Local authority</b>	Devon
<b>Inspection number</b>	10264825
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Little Orchard Nursery and Pre School
<b>Registered person unique reference number</b>	RP534414
<b>Telephone number</b>	01364 72040
<b>Date of previous inspection</b>	27 June 2017

## Information about this early years setting

Little Orchard Nursery and Pre School registered in 2015. It is situated in South Brent, Devon. The nursery is open from Monday to Thursday, 8am to 5pm. On Fridays, the setting operates from 9am to 3pm. During school holidays, the setting is open Tuesday to Thursday, from 8am to 4pm. There are 11 staff members, all of who hold relevant qualifications from level 3 to level 7. The nursery is in receipt of early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Steward

## Inspection activities

- This was the first routine inspection the provider received since the the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector carried out two joint observations of group activities with the manager.
- The manager and the inspector completed a learning walk together of all areas of the nursery and pre-school and discussed the early years curriculum.
- The inspector spoke to children and staff during the inspection.
- The quality of education was observed by the inspector, who assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through verbal discussions and written statements.
- The manager showed the inspector key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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